



Curriculum Map for Creating Minds

Date Of Draft: nov 1, 2012
School: UAI
Teaching Artist: Laurie Krupp
Grade: 12 Gouvernement Participation and Economics
Year: 2012-13

2012-13

Program Overview

Essential Question: How do I teach others what issues are important to me using film?

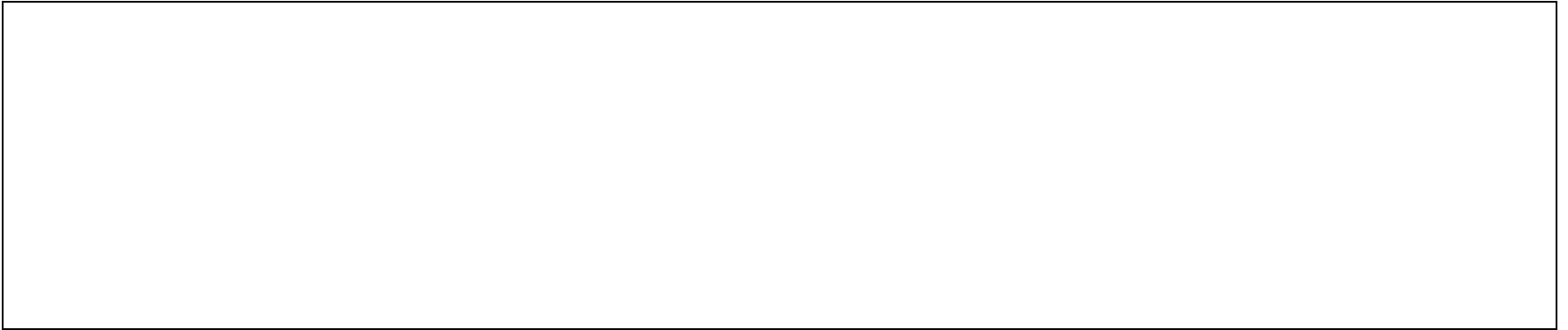
Program Summary:

As part of the core curriculum in this Government Participation/Economics class, students are involved in creating their own group civics projects (grassroots), from feeding the homeless, to reducing gang violence by creating athletic clubs, to beautifying public schools to uplift students.

Using the PBS documentary “Half the Sky” as a master work, students will choose their cause. By interviewing and researching data, each group will create a short documentary film about the work they are doing in their communities, what it took to make it happen, what the effects are so far, and what the projected long-term effects are. Students will learn how to source credible evidence, ask incisive questions, find experts to interview, and build an argument for their cause.

During the filming process, students will learn basic framing and composition, lighting and angle, as well as how to capture sound clearly. Each student will have an opportunity to work at each aspect of filming the documentary. During the editing process, each student will learn how to construct an argument through images, interviews, and statistics, as well as learn Adobe Essentials program, acquiring valuable skills using technology. During presentation, students will learn that sharing what they believe in and feel passionate about can educate and inspire others and motivate change in their communities.

The project will culminate in a longer film/ television series, highlighting each students work in the community to be shown at the school, as well as to the larger community in film festivals and hopefully to the Adobe Essentials community.



Classroom Teacher(s) Yearlong Goals: (What do you personally want to get out of the program? What do you want to learn from the teaching artist? What expertise do you want to share with the teaching artist? What do you want students to get out of the program?)

Teaching Artist Yearlong Goals:

I want to learn more about the Adobe Essentials program, and to hone my skills as a documentary filmmaker.

I want to learn how Kelly inspired the students to build their own grassroots organizations.

I would like to share my expertise as a filmmaker and storyteller with Kelly.

I would like the students to learn that they can communicate what they are passionate about, have the effect of inspiring and motivating others, and make change happen locally. I would like them to learn their own power.

Action Steps: By using and teaching the Adobe program, I think my editing skills generally will improve, every

time I teach filmmaking I learn something new.

By Kelly being a participant in this program, and using the technology itself, she will be able to pass on the learning to her next year's class.

By the students completing their films and presenting to the larger community, I think they will learn their own power, and carry that with them into the world.

Project Plan #1

Project Name: Create a framework for your short film, practice interviewing and shot choices.

Guiding Questions For The Project: (3-5)

what is the big question you want answered? (what do you want the audience to come away with?)

What do you want to teach, enlighten, get people to understand?

Why is this important to you?

Why should it be important to them?

What can you project about the success of this project?

what makes a good interview?

Which experts do you want to interview, and how do you find them/contact them?

Where will you look for statistics and data?

What are some of the different shots and why do we use them?- wide, medium, close-up, extreme close-up?

Why is it important to use a tripod when shooting an interview?

Project Goals: (Skills, Knowledge, Products, Etc.)	Assessment For Each Goal: (How will you know that you've reached this goal?)
to know how to ask questions that help your argument.	Students create compelling questions that get interviewees to share feelings as well as facts.
to structure the film in a way that is organized and concise.	Student and teachers can easily see how the structure will answer her questions.
knowledge of framing, composition, shot choice	Student will practice shots, worksheet and discussion following. student will know when to use which type of shot, and how to compose well.
use of tripod	each student will have a chance to be the cinematographer and use the tripod.
use of internet for research	student produces a fact sheet for her film

Project Timeline

Number Of Sessions: 5

Beginning Date: October 9, 2012

End Date: Nov 20

Peer Feedback Review Date:

Presentation/ Culminating Event Date and Location:

Reflection Date:

Materials Needed: flip cams, computers, adobe software installed to student computers, background, lights, tripods

Equipment signed out: 5 flipcams, 1 computer, 1 dongle, 1 power cord, will sign out 2 tripods, lighting set up for shooting days

Common Core Standards Addressed:

Key Vocabulary

From the Core Content Area:

From the Art Form(s):

Career And College Readiness Connections: (list 3-5 skills from the list)

Professional Connection Field Trips:

Project Outline

Session #	Date	Methodology	Masterwork	Activity (what students are doing during the session)	Learning Target (the learning goal for that activity)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Project Rubric (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

EXCELLING

ACHIEVING

EMERGING

Student Reflection Questions: (list 5-6 reflection questions you'll use with students at the end of the project)

Examples:

Describe what you created and how you made it.

What skills did you develop for being a better artist?

What part of this project are you most proud of? Why?

What else do you want to learn?

What new vocabulary words did you learn?

What parts of the project could you have done a better job at?

What do you want others to notice about your work? What message were you trying to communicate?

How did you work with others to complete the project?

TA Self-Reflection Questions:

What were the successes of this project?

What were the challenges of this project?

What modifications did you make for different kinds of learners?

What are your next steps?